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ABSTRACT

Teaching history with original documents is a stimulus for the inquiry method of learning. A curriculum packet produced by the Oregon State Archives contains 24 historical document facsimiles with an accompanying instructors manual. Selected from the state archives with an explanation of each document and questions for discussion provided, the documents were chosen to reveal how government touched the lives of its citizens and Oregon 150 years ago. On the opposite side of the verbatim transcription of each document is: a brief history of the period and a chronology of events is included, with suggestions for further reading; an explanation of difficult words and terms used in the document; a sketch of the historical and social context; and questions that could lead to further discussions. Document 3 describes the process by which a citizen could bid at an auction for the housing and care of a "lunatic." An Oregonian named Eli Smith, certified as insane by a Justice of the Peace, was entrusted to an Andrew Hembrie, who was subsequently paid $365.00 for one year for his care. Document 5 describes a $30.00 reward for men who deserted a United States schooner, and Document 24 is a divorce petition on grounds of non-support and cruelty. (NL)

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ECHOES OF OREGON

1837-1859

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ECHOES OF OREGON

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Echoes of Oregon was prepared with the advice and assistance of a committee of classroom teachers. These teachers helped focus on objectives of this curriculum packet, reviewed earlier drafts, tested documents in their classrooms, and did everything they could to make Echoes a useful publication. The State Archives wishes to thank the following teachers for voluntarily participating in this project:

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Several members of the Archives staff contributed to the production of Echoes.

-John Lazuk prepared an earlier version of this packet, transcribed many of the documents, compiled a bibliography, and put together a chronology of events.
-Terry Baxter helped select documents for inclusion in Echoes.

-Mary Beth Herkert proofread text, transcribed documents, checked facts, prepared a chronology of events, and assisted in production.

-Layne Sawyer wrote the bibliographic note and assisted in production.

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-Eckard Toy, from the Department of History at Oregon State University, served as an informal resource throughout.

INTRODUCTION

Echoes of Oregon is a packet of document facsimiles with an accompanying instructor's manual. It has been designed to encourage the use of primary sources in high school history classes. With the assistance of an advisory committee of classroom teachers, the twenty-four documents in Echoes were selected from the records of Oregon's Provisional and Territorial Governments, which are in the custody of the Oregon State Archives. This record group contains over 14,000 separate documents, and it provides an unusually detailed and immediate view of life in Oregon from 1837 to 1859.

Echoes of Oregon is designed to supplement textbook treatments of American history by exposing students to these records, which are the raw material of history. Echoes has the following objectives:

- to introduce students to primary historical sources.
- to teach students how to extract the meaning from a historical document. By doing this, they can gain a richer and more accurate idea of what it was like to live in Oregon during the years from 1837 to 1859.

- to spur students to think about the past, without benefit of the ready-made generalizations that are a necessary part of textbooks. The documents selected for inclusion in Echoes were chosen because each of them reveals, in its own way, how government touched the lives of its citizens.
- to make students more aware of how the past affects everyone.

If there is a single lesson to be learned from using primary sources such as these, it is this: history is not something that happens to other people in other places. History happens to everyone, everywhere.

It takes an effort to picture Oregon as it was 150 years ago. The land was wilderness, slowly and sporadically being invaded by farms and small settlements. The people who came to Oregon had to create a government from nothing, and the government which they made reflected their experience in more settled parts of the United States. Their government also embodied the aspirations and ambitions they held for their new home. When the trains of wagons reached western Oregon, the pioneers were completing an arduous physical journey. Oregon rests at the western edge of the continent. The movement of peoples which began centuries

earlier in Europe and went on to Massachusetts and Virginia, found one of its culminations in the Willamette Valley. The journey of the human spirit that these documents reveal continues today.

During the years settlers were making the long overland trip to Oregon, the United States was subjected to severe stresses. Financial panics and economic depressions swept the land, ruining some and displacing many more Americans. The United States fought a war with Mexico and annexed California and the Southwest. Industrialization proceeded at a rapid pace in the northern states, while the southern states continued to be tied to a single crop economy which in turn was wedded to the institution of slavery. It was this last issue, slavery, which consumed political and social debate during this period of American history and threatened to rip the union apart. To people who were familiar with these events and felt these tremendous tensions, Oregon held the promise of a fresh start, thousands of miles from home, in a land which all reports characterized as lush and fertile. Americans responded by dropping their links to settled parts of the country, particularly the Midwest, and moved to the Northwest by the

thousand. They brought their attitudes and traditions with them to their new land, and it is these which are captured in the documents selected for Echoes.

As much as possible, these documents were chosen because they provide a glimpse of how life was really lived by the men, women, and children who settled Oregon. They give a vivid impression of the ways in which government affected the lives of its citizens. The earliest of these records, the Willamette Cattle Company Agreement, shows settlers organizing in an effort to free themselves from the economic domination of the Hudson's Bay Company. The last document, the Divorce Petition, shows how difficult life in Oregon Territory could be for a woman and her children when her husband would not contribute to their welfare.

The first part of Echoes is an instructor's manual. It consists of a three-ring binder, a general introduction, and a two-page section on each document. The first page contains a brief explanation of the document, a list of any unfamiliar words and terms which occur in the document, and some questions for discussion. These questions range from highly specific ones, intended to encourage students to extract factual information from the documents, to more general and open-ended ones, designed

to stimulate thought and discussion. It should be emphasized that many of these more general questions have no right or wrong answers. Teachers should also note that these questions are suggestions only, and that Echoes is intended to encourage teachers to approach these documents in their own ways. Most classes will be unable to use all twenty-four documents. Teachers should select those documents for their classes which they find most useful and significant. The facing page holds a verbatim transcription of the document.

The second part of Echoes of Oregon consists of facsimiles of the documents, each reproduced on heavy, legal-sized stock. Virtually all of the documents appear actual size. The reverse side of each facsimile contains a verbatim transcription of the document. Students may be more at ease with the typed transcription of the document than with the facsimile. For this reason, it may be more productive to work from the transcription to the facsimile, rather than move immediately to the facsimile. The handwriting on these documents is not uniformly legible. These facsimiles are designed to be reproduced on copying machines. Permission is granted to make as many duplicates for classroom use as necessary.

The Pacific Northwest was the focus of a contest between the United States and Great Britain, which began at the end of the eighteenth century. Exploration by Lewis and Clark (1805-1806) and Britain's David Thompson (1811) publicized the abundance of fur in the area. In 1811, New York financier John Jacob Astor established Fort Astoria at the mouth of the Columbia River as the anchor for a chain of Pacific Fur Company trading posts along the river. The War of 1812 caused the British to gain control of these posts as well as Fort Astoria.

Competition between the two countries for the fur trade continued during the 1820s and 1830s. The British Hudson's Bay Company dominated the region. John McLoughlin, who was appointed the Company's Chief Factor of the Columbia District, built Fort Vancouver in 1825. From his headquarters at the fort, McLoughlin controlled an area of 670,000 square miles. Simultaneously, however, American interest in Oregon was increasing as the region came to be perceived as a place of cheap, fertile land, an alternative to the rapidly filling lands of the Midwest.

Nathaniel Wyeth tried unsuccessfully to found the first American colony on the Columbia in 1832. Wyeth tried again in 1834. Two Methodist missionaries, Jason and Daniel Lee, accompanied him.

Although Wyeth left Oregon for good in 1836, the Lees remained. McLoughlin persuaded them to establish their mission on the Willamette River, ten miles north of what is now Salem. Despite the fact that the local Indians were unreceptive to the Lees, the mission prospered and soon produced its own lumber and flour.

During the 1830s, the Lees' mission served as a magnet for other Americans who also settled in the Willamette Valley. In 1835, President Andrew Jackson sent William Slacum, a lieutenant in the U.S. Navy, to report on the situation in Oregon. Slacum arrived in Oregon in 1836. When he discovered that the Hudson's Bay Company held a monopoly on cattle in Oregon, he persuaded the American settlers to join together to buy cattle in California and bring them back to Oregon. In January 1837 the Willamette Cattle Company was formed for this purpose. Both Jason Lee and John McLoughlin were shareholders. That same year some 600 head of cattle were brought back to Oregon. The success of this venture gave American settlers a growing sense of independence from the Hudson's Bay Company.

Americans continued to move into the Willamette Valley. Together with French-Canadians who had been employed by the Company, there were some 500 whites in the area by 1842. American settlers

began to think about establishing a government. An initial attempt, caused by the need to probate Ewing Young's huge estate, failed in 1841. A second attempt to form a government succeeded in 1843. Oregonians voted in an open air meeting at Champoeg on July 5 to establish Oregon's provisional government. This government was supposed to function until the United States extended its jurisdiction over Oregon. At this time, slavery was prohibited.

Unfortunately, this first government was ineffective and biased in favor of the Methodist mission. Americans who arrived as part of the Great Migration in 1843 were especially unhappy with the new government. In 1844, representatives of this new contingent came to power and began to form a new government modeled on the ones they had left in the Midwest. The following year, John McLoughlin, as representative of the Hudson's Bay Company, recognized the provisional government. Successive waves of immigrants arriving into the 1850s shared the same values and gave early Oregon a remarkably homogenous and cohesive population.

An estimated 53,000 settlers came to Oregon between 1840 and 1860. Most of them made the journey over the 2,000 mile Oregon

Trail, which stretched from Independence, Missouri to western Oregon. The trip took six to eight months, and many immigrants arrived with their resources exhausted. John McLoughlin supplied food, clothing, temporary shelter, and even jobs to immigrants at Fort Vancouver, despite Hudson's Bay Company orders to the contrary. McLoughlin did so in part because he was convinced that it was inevitable that the area south of the Columbia would become American territory. By sending settlers there, he hoped to keep them away from the Company's activities north of the Columbia River. Unfortunately, McLoughlin's authoritarian personality often angered many newcomers and caused settlers to resent him.

By 1846, the United States and Great Britain agreed to divide the Pacific Northwest at the 49th parallel- the present border with Canada. Hudson's Bay Company headquarters had already been moved to Fort Victoria, on Vancouver Island. John McLoughlin resigned his position with the Company and settled in Oregon City. Americans in the Willamette Valley wanted territorial status immediately, yet the debate over slavery in Congress delayed this step.

When white settlers began to arrive, Indians inhabited all of present-day Oregon. Whites failed to understand very much about

Indian culture. They considered the Indians to be nomads who drifted purposelessly from place to place. In reality, Oregon Indians moved from winter to summer villages and encampments to hunt, fish, and gather food. In turn, Indians did not understand white customs and traditions. As a result, Indian-white relations were marked by frequent skirmishes during the early period.

In 1847, Cayuse Indians attacked the Whitman mission at Waiilatpu and killed fourteen people. The immediate cause of the attack was an epidemic of measles, brought by immigrants, which had devastated the local Indians. They believed that Marcus Whitman had introduced the disease to get Indian lands and horses. More fundamentally, however, the conflict between the two cultures caused great tensions between Indians and whites. To make matters worse, as whites came into Oregon, their demands for land increased. The Whitman Massacre and settlers' demands for protection finally caused Congress to move on this issue of territorial status, and Oregon became a United States territory on August 13, 1848.

In 1850, Congress passed the Donation Land Act, which recognized most of the land claims filed under the provisional government.

Single white males over the age of twenty-one could claim 320 acres. If they were married, they could claim an additional 320 acres for their wife. Widows could hold title to land, but single women could not.

Territorial officials began their terms on March 3, 1849, in Oregon City, when Oregon was still predominantly wilderness. Homesteads usually consisted of one room log houses with vegetable gardens and a few acres planted in wheat. With little hard currency available, wheat was the primary medium of exchange. Few roads existed, so water was the quickest way to move crops and supplies. Some settlers laid out townsites from their claims. John McLoughlin was the first to do this when he platted Oregon City in 1842.

Despite the steady flow of immigrants to Oregon, many settlers were genuinely isolated. Only five newspapers were published in 1849. Post offices did not appear in most towns until the 1850s, and stage coaches and express companies were just beginning to operate. When gold was discovered in Southern Oregon during the 1850s, the government opened more roads. During its brief existence, the territorial government was deluged with petitions

from citizens who asked for laws in all areas of everyday life. They wanted divorces, schools, and pensions; prohibition of liquor; care for the insane; college charters and release from militia duty. On February 14, 1859, as the national debate over slavery was drawing to a close, Oregon was admitted to the union as the thirty-third state.

Chronology of Events

1543 Spanish explorers sight the Oregon Coast north of the forty-second parallel near the Rogue River.

1765 British Major Robert Rogers uses the name "Ouragon" in a proposal to explore the country west of the Mississippi.

1778 British Captain James Cook trades along the Oregon Coast. Publication of his journals about these voyages spurs great interest in future trade.

1792 American sea captain Robert Gray and British explorer George Vancouver arrive at the mouth of the Columbia River on separate voyages of discovery. Gray names the river after his ship, "Columbia Rediviva."

1793 Alexander McKenzie leads an expedition over the Canadian Rockies to the Pacific.

1805 Sent by President Thomas Jefferson, the Lewis and Clark Expedition reaches the mouth of the Columbia River.

1811 British trader and explorer David Thompson completes a survey of the Columbia River. The Pacific Fur Company, founded by American financier John Jacob Astor, establishes a string of trading posts along the lower Columbia.

1813 British interests take control of Fort Astoria and rename it Fort George.

1814 Jane Barnes becomes the first woman to land in Oregon.

1818 The United States and Great Britain agree on "joint occupancy" for the Oregon Country.

1819 The Adams-Onis Treaty establishes the 42nd parallel as the southern boundary of the Oregon Country.

1821 The Hudson's Bay Company acquires a fur monopoly for all of British North America after merging with the North West Company.

1822 Dr. John Floyd urges Congress to look into settling the "Origon" territory, marking the first American use of the name.

1825 John McLoughlin, Chief Factor of the Columbia District for the Hudson's Bay Company, constructs Fort Vancouver on the north bank of the Columbia and uses it as his headquarters.

1827 The United States and Great Britain renew the terms of the 1818 "joint occupancy" agreement for the Oregon Country.

1829 Hall Jackson Kelley organizes the "American Society for Encouraging the Settlement of the Oregon Territory."

1830 Epidemics strike the Oregon Indians, killing thousands along the Columbia and Willamette Rivers.

1831 Three Nez Perce and one Flathead Indian travel to St. Louis reportedly seeking knowledge of Christianity.

1832 Nathaniel Wyeth leads an American colonizing expedition overland to the Columbia but the venture fails.

1834 Separate expeditions, led by Wyeth and Kelley, arrive at Fort Vancouver. Methodist missionaries Jason and Daniel Lee accompany Wyeth to Fort Vancouver and establish a mission ten miles north of present day Salem.

1836 Marcus and Narcissa Whitman and other missionaries establish missions among the Indians. Mrs. Whitman and the other missionary wives become the first white women to cross the Continental Divide. On orders from President Andrew Jackson, Lieutenant William Slacum arrives to report on conditions in Oregon.

1837 The Willamette Cattle Company is formed marking the first cooperative venture among Oregon settlers.

1838 Jason Lee delivers a petition to Congress asking for legislation securing title to lands that settlers occupy and for the extension of the laws of the United States over the Oregon Country. Fathers Francois Blanchet and Modeste Demers, Catholic missionaries, arrive in Oregon.

1840 Parties of Americans from California and Illinois, and reinforcements to the Methodist mission, arrive in the Willamette Valley.

1841 Ewing Young's death and the need to probate his estate prompt some American settlers to attempt to establish a provisional government. Three meetings are held at Champoeg but because French Canadians refuse to participate, no government is established.

1842 John McLoughlin plats his land claim and names it Oregon City.

1843 Settlers meet to deal with the menance of wild animals. The "Wolf Meetings" lead to the drafting of a constitution and the formation of Oregon's first government.

1844 Acts to prohibit slavery and to exclude blacks and mulattoes from Oregon are passed.

1845 The Hudson's Bay Company officially recognizes the provisional government. The executive committee is reorganized and changes are made to allow British participation in the government. Two thousand settlers now reside in the Willamette Valley.

1846 The United States and Great Britain agree to divide the Oregon Country at the forty-ninth parallel. Hudson's Bay Company headquarters are moved from Fort Vancouver to Fort Victoria on Vancouver Island. John McLoughlin resigns his position as Chief Factor and moves to Oregon City. The Applegate Trail is established off of the Oregon Trail. The "Oregon Spectator" begins publication.

1847 The Whitmans and twelve others are killed by the Cayuse Indians at the Waiilatpu Mission.

1848 The Oregon Country is made a United States territory.

1849 The territorial government convenes in Oregon City.

1850 More settlers move to the Oregon Territory and Indian-white hostilities increase as results of the passage of the "Donation Land Law." Congress provides for the renegotiation of treaties with the Indians of the territory. Gold is discovered in the Rogue River Valley leading to the establishment of cities and towns in Southern Oregon. Five Indians are sentenced to hang for the "Whitman Massacre."

1853 Washington Territory is created from land north of the Columbia River. Willamette University is chartered. A treaty is made creating the Oregon Territory's first Indian Reservation at Table Rock.

1854 Congress authorizes making treaties, whenever necessary, with the Indians in the Oregon Territory.

1857 A convention is held in Salem to write a state constitution. Voters overwhelmingly approve the document that fall.

1859 Congress admits Oregon as the thirty-third state on February 14.

Suggestions for Further Reading

A standard history of Oregon which integrates regional, national, and international developments is Empire of the Columbia, by Dorothy Johansen and Charles Gates. Two more recent works that offer excellent overviews of the history of Oregon and the Northwest are by Gordon Dodds: Oregon: A Bicentennial History and The American Northwest. Malcolm Clark's Eden Seekers is a very readable account of Oregon history during the period covered by the documents in Echoes. Beyond these works, Ray Allen Billington's Westward Expansion provides a comprehensive treatment of the settlement and development of the western frontier.

Sources on Indian-white relations are numerous. Indians of the Pacific Northwest, by Robert Ruby and John Brown; and Oregon Indians: Culture, History and Current Affairs by Jeff Zucker, Kay Hummel, and Bob Hogfoss are both well-balanced treatments. Sherman Savage's Blacks in the West is one of the more complete studies of this topic. John M. Faragher's Women and Men on the Overland Trail and Sandra Myres' Westerning Women and the Frontier Experience, 1800-1915

illuminate the daily lives and experiences of pioneers. William Bowen's, The Willamette Valley draws on demographic information from the early settlement period to sketch a vivid picture of pioneer life, while Arthur Throckmorton studies the economic and business activities of the pioneers in Oregon Argonauts: Merchant Adventurers on the Western Frontier.

The Oregon Historical Quarterly is an excellent source for shorter, more specific treatments on all facets of Oregon history.

LIST OF DOCUMENTS

1. Willamette Cattle Company Agreement, 1837
2. Account Book, 1840
3. Certificate for Boarding a Lunatic, 1845
4. Sandwich Islander Tax Bill, 1845
5. Shark Broadside, 1846
6. Declaration of Intention, 1849
7. Animal Bounty Bill, 1849
8. Resolution to Expel Catholic Missionaries, 1849
9. Description of Land Claim, 1849
10. Defendant's Request, Whitman Massacre Trial, 1851
11. Willamette University Trustees' Report, 1853
12. Sunday Closing Act, 1854
13. Petition to Allow the Thomas Family to Stay in Oregon, 1854
14. Prohibition Petition, 1854
15. Committee on Education Report, ca. 1854
16. Indian Agent Regulations, 1855
17. Arms Inventory, 1855
18. Letter about Oregon Volunteers, 1856
19. Church of the Brethren Petition, 1856
20. Abstract of Votes, 1857
21. Request to Open Indian Lands, 1857
22. Half-Breed Citizenship Bill, 1857
23. Memorial to Congress, 1858
24. Divorce Petition, 1858

DOCUMENT 1

Willamette Cattle Company Agreement, 1837

Early Oregon settlers depended on the Hudson's Bay Company for supplies. This included cattle, which the Company would lease to immigrants but refused to sell. Lieutenant William Slacum, who had been sent by President Jackson to report on conditions in Oregon, noticed this and persuaded settlers and some officers of the Company to send a party to California to buy cattle. The organization they formed to do this was named the Willamette Cattle Company. This contract states the terms by which eleven men went to California in 1837 to buy cattle. Despite the participation of some Company employees, this venture was a first step toward economic independence.

Words and Terms

articles of incorporation
common stock
neat cattle

For Further Discussion

1. Why would these men travel to California to buy cattle?

2. How are they going to get to California?

3. What will members of the party receive for their efforts?

DOCUMENT 1

Oregon Territory, Wallamette Settlement

Articles of Agreement made and entered into this 13th day of January in the year of Our Lord One Thousand Eight Hundred and Thirty Seven

Whereas, we the undersigned settlers upon the Wallamette River, are fully convinced of the Importance and necessity of having neat cattle of our own in order success
=fully to carry on our farms and gain a comfortable livelehood, and whereas we find it impossible to purchase them here, as all the cattle in the country belong to the Hudsons Bay Company, and they refusing to sell them under any circumstances, and as we belive that the possession of cattle will not only bene =fit us personally, but will materially benefit the whole settlement, we the undersigned do therefore Agree
1st To avail ourselves of an offer of W Slacum Esq. to take passage in the American Brig Loriot Capt Bancroft, free of charge, to proceed to California to purchase cattle for ourselves and all our neighbors who choose to join us in our Enterprise either by accompanying us themselves or furnishing the means of purchasing cattle in California
2 We agree to furnish funds according to our means making a common stock concern subject to the following conditions.

The expenses of all those who go down to California are to be borne by the company calculating the time so employed at the rate of twenty dollars per month provisions likewise to be paid by the company.
3ly The wages of the men thus employed to be calculated as so much money, and each one is to be credited accordingly; and each and every member of the company shall have his portion of the cattle which may arrive safely at the Wallamette, there to be divided agreeable to the capital and wages employed in the enterprise.
4ly All those who go for the purpose aforesaid to California hereby bind themselves to return to the Wallamette with the cattle and to use their best endeavours to protect the same

DOCUMENT 2

Account Book, 1840

This page from Ewing Young's account at Fort Vancouver, from April and May, 1840, provides a close-up of the kind of goods which were available in Oregon at that date. In addition to such items as scalping knives and gunpowder, Young bought gilt buttons, purple merino cloth, cashmere trousers, and silk handkerchiefs. Note also that payment is expressed in beaver prices.

Words and Terms

turreens
loaf sugar
quires
foolscap
merino
cashmere
beaver prices

For Further Discussion

1. What does this list of goods tell you about the style in which Ewing Young lived?

2. What do you think it means when the account says 'Paid your note 1 April '40 in favor Ed. Burroughs for $5 at beaver price.'?

3. What items would you expect to find on this list that do not appear?

4. Where do you think the goods on this list were made?

DOCUMENT 2

	Amt brot Forward			60	14	4		
April 3	1 pr Shoes			"	8	3		
	4th Hyson Tea		3/9	"	15	"		
	12 nds fine Stripd Cotton		2/2	1	6	"		
	12 " 9/8 Bleached "		9@	"	9	"		
	1 pr Womans Shoes			"	6	"		
	6 Tin Milk Turreens		2/10	"	17	"		
	2 Dressing Combs		11@	"	1	10		
	1 Tin Kettle #1			"	5	9		
	1 " " #3			"	4	3		
	1 " " #6			"	2	6		
	1 doz Gilt Coat Buttons			"	1	9		
	6 skeins blk Silk Thread		1@	"	"	6		
	1/4 Blk " #25		2/11	"	"	9		
	1 plain Blanket 3 1/2 pts ?B			"	14	6		
	42 lbs Loaf Sugar		8@	1	8	"		
	2 Quires ruled foolscap psper		1/9	"	3	6		
	8 yds purple merino		3/11	1	11	4		
	1 Cott: Shawl		5/9	"	5	9		
	1 mill Saw 6 ft			1	16	9		
	6 flat bastd files 14in		1/9	"	10	6		
	By Etienne Luciens note 21 March "40 for L15. as beaver Price						15	
	Paid your note 1 April '40 in favor Ed: Burroughs for $5. at beaver price							
				1	5	"		
May 4	pr Henry Wood							
	1 pr Sfine Cassimere Trousers			1	9	3		
	6 Scalping Knives		8@	"	4	"		
	6 Indian Awls	doz	6@	"	4	3		
	1 Sfine blue Cloth Jacket			1	16	"		
	10lb Gunpowder		1/3	1	12	6		
	6 Cakes Windsor Soap		6@	"	3	"		
	2 Band Silk Hdkfs		4/6	"	9	"		
	Forwarded		L	18	2	3	15	" "

DOCUMENT 3

Certificate for Boarding a Lunatic, 1845

There were few services for the mentally ill on the frontier. An individual without money or family might be abandoned. The provisional government tried to deal with this problem in 1844 by appropriating $500 for the care of the insane. Any justice of the peace could conduct a sanity hearing and declare someone a lunatic. An auction would then be held, and the insane person would go to the person making the lowest bid for room, board, and clothing. The bidder had to post a bond to insure that the money he received would be used properly. This certificate shows that Andrew Hembrie, a Yamhill County farmer, was paid one dollar a day to keep Eli Smith for one year.

Words and Terms

public vendue

For Further Discussion

1. What was being auctioned?

2. What did Andrew Hembrie agree to provide?

3. What circumstances would create this type of system for care of the insane?

DOCUMENT 3

This is to certify that on the 17th day
of April- 1845- I offered at public vendue, the
Boarding, clothing, and keeping of a Lunatic, named
Eli Smith, for the term of one year, to the lowest bid-
der, who was Andrew Hembrie , at three hundred
and sixty five dollars- who thereupon entered in-
to bond and gave security to the people of Oregon
in the sum of six hundred dollars to comply with
and fulfil the requisitions, which recognizance
is now in the hands of the present Justice of
Peace for the County of Clackamas-

Wm P Dougherty

Attest
Fred Priggs
Justice of the Peace

DOCUMENT 4

Sandwich Islander Tax Bill, 1845

Sandwich Islanders, now known as Hawaiians, came to Oregon as seamen. Many remained in Oregon to work under contract as laborers, servants, and craftsmen. Sandwich Islanders helped build the missions of Jason Lee and Marcus Whitman. Some Sandwich Islanders remained in Oregon and became gold miners during the 1850s. This bill dates from a time when the Hudson's Bay Company was importing Sandwich Islanders. It is an attempt to raise revenue by taxing the employers of these Islanders, and it reflects the notion that they will not become permanent residents of Oregon.

Words and Terms

Sandwich Islanders
per annum

For Further Discussion

1. Why would the legislature tax Sandwich Islanders working in Oregon?

2. What does this document tell you about the attitude of white Oregonians toward Sandwich Islanders?

3. Do you think the territorial government would have received much money from this tax?

DOCUMENT 4

An Act concerning the introduction of Sandwich Islanders or natives from any of the adjoining islands

Sec 1 Be it enacted by the house of Representatives of Oregon Territory as follow- That all persons who shall hereafter introduce into Oregon Territory any Sandwich Islanders or natives from any of the neighboring Islands for a term of Service shall pay a tax of five dollars for each person so introduced

Sec 2 Each and every person in this Territory shall pay a tax of three dollar per annum for each and every Sandwich Islander or any native from a neighbouring Island that they keep in their service for a term of years

Sec 3 The revenue arising from said tax shall be assessed and collected as other Taxes are assessed and collected, and paid into the Territorial Treasury the same time the other Territorial Revenue is paid in.

This Act to take effect and be in force from and after ist passage

DOCUMENT 5

Shark Broadside, 1846

The promise of free land and high wages caused many sailors to desert their ships in Oregon ports. In 1844 and again in 1857, Oregon passed laws which made it a crime to help deserting seamen. Despite this, few were returned to their ships. In 1846, the Shark, a ship of the U.S. Navy, lost ten men when it was docked in Fort Vancouver. A reward was offered, but only two men were turned in. This document describes six of the deserters.

For Further Discussion

1. Would you recognize the deserters from these descriptions?

2. Which of these men would be most likely to succeed in Oregon?

3. Why would someone desert their ship in 1846 Oregon?

DOCUMENT 5

$30 Reward

The following named men have deserted during the past week from the U. S. schooner Shark, viz: John Tice, aged about 25, 5 feet 8 or 9 inches high , dark hair and eyes, pretends to be a blacksmith, but is a bungler at that or any other business he undertakes. Alexander Stevens, aged 22 or thereabouts, 5 feet 10 inches high, of sallow complexion, light eyes and dry colored sandy hair, a simple smile generally on his face. John P. Inglehart, about 26 or 28 years old, 5 feet 7 inches high, roundly built, with black hair inclining to curl, erect in his carriage, and writes a good hand. George Rathbun, about 6 feet 1 or 2 inches high, of light curly hair; complexion and eyes also light; slight stoop in the shoulders; a good expression of countenance, and about 30 or 32 years of age. John Whitesell, 36 or 38 years old, spare figure, 5 feet 11 inches high; a serious worn expression of face, and by trade a carpenter. Andrew Tilton, about 5 feet 9 inches high, slight figure, 25 or 26 years old, hair light brown; this chap carried off with him a small sum of money, and a few dozen pieces of clothing belonging to the officers. A REWARD of 30 dollars will be given for the apprehension and delivery on board the Shark of either of the above described men, and all reasonable expenses paid. They have all voluntarily and unsolicited pledged themselves to the U. States' service, and the good citizens of Oregon, it is hoped, will aid in bringing them back to fulfil their contract.

U. S. Schooner Shark,
Columbia River, August 11, 1846.

DOCUMENT 6

Declaration of Intention, 1849

When Oregon became a United States territory in 1849, residents could not hold dual citizenship. Hudson's Bay Company employees who had settled in Oregon needed to become U.S. citizens so that their landholdings would be officially recognized. Many immediately filed Declarations of Intention to become citizens. This Declaration of Intention shows that Andrew LaChapell was born in Canada in 1801 and came to Oregon in 1817, when he was sixteen years old. To become a citizen, LaChapell renounces his allegiance to Queen Victoria. Note also that LaChapell signed the Declaration with his mark, evidence that he could not read or write.

Words and Terms

oath
naturalization
potentates

For Further Discussion

1. What does this document tell you about Andrew LaChapell?

2. What does a Declaration of Intention do?

3. What could Andrew LaChapell expect in return for this Declaration?

DOCUMENT 6

United States of America}
Territory of Oregon }SS
Clackamas County }

Be it remembered that on this 21st day of April in the year of 1849 personally appea red before me, Isaac W Gilbert Clerk of the County Court of Champeog County Andrew La Chapell the undersigned and made oath that he was born in Lower Canada in the province of Great Britian

in the year of 1801 that he emigra ted from said Kingdom of Great Britian to the United States of America in the year of 1817 and to Oregon the same year in which said Territory the said Chapell has continued to reside ever since that he has become much acquainted with the laws and institutions of the United States Therefore I Andrew LaChapell do hereby make known my intentions of becoming a citizen of the United States and taking the oath of naturalization I do solemnly swear that I absolve all allegiance to all foreign princes kings potentates particularly to Queen Victoria Queen of Great Britian and Ireland and that I will support the constitu tion of the United States and the act to establish a Territorial Government in Oregon so help me God.

his
Andrew X LaChapell
mark

DOCUMENT 7

Animal Bounty Bill, 1849

Wild animals were seen as a constant threat to settlers and their livestock in Oregon. Wolves, bears, wildcats, and even wild cattle and hogs could cause alarm. This bill establishes a system of bounties, by which hunters can be paid by the county in return for presenting evidence of killing a predator. It lists panthers, tigers, cougars, lynxes, wild-cats, large-wolves, and prairie wolves, and establishes a premium for the scalp of each. The bill did not pass.

For Further Discussion

1. What is the object of this proposed legislation?

2. What do you think the results would be if the bill passed?

3. What are the attitudes of the authors of the bill to predators? Are attitudes the same today?

DOCUMENT 7

A Bill

to be entitled an act to provide for the destruction of certain wild animals there=
=in mentioned

Sec. 1 Be it enacted by the Legislative Assembly of the Territory of Oregon; that there shall be paid out of the county treasury of the proper county on the order of the county commissioners to any person who shall at any regular or special session of the county court of any county in this terri=
=tory, present to said court, the scalp of any panther, tiger, cougar, lynx, wild-cat, large-wolf or prairie wolf and declare under oath, that the ani=
=mal from which the said scalp was taken was killed in the said county; when the same is presented, the fol=
=lowing premiums shall be awarded viz; for each panther, the sum of three dollars; for each tiger, the sum of three dollars; for each cougar, the sum of three dollars; for each lynx, the sum of three dollars; for each wild-cat, the sum of one dollar; for each large-wolf, the sum of three dollars; and for each prairie-wolf, the sum of one dollar and fifty cents.

Sect 2. This act to be in force and take effect from and after its passage.
Passed Sept. 10th, 1849 William Porter, Clerk H. R.

DOCUMENT 8

Resolution to Expel Catholic Missionaries, 1849

Roman Catholic missionaries were more successful with Indians in Oregon than Protestant missionaries were. Some Americans suspected that priests were trying to incite the Indians to attack them. The Whitman massacre in 1847 increased this suspicion of Catholic missionaries. This resolution expresses the dislike of Catholics- priests, friars, and monks- which was prevalent.

Words and Terms

friars
monks

For Further Discussion

1. What does the Council want to happen?
2. Why would Oregonians view Catholic missionaries to the Indians as a problem?
3. What nationality would Catholic missionaries in Oregon likely be?

DOCUMENT 8

Resolved
That the Council concuring herein that there be appointed a committee of three from each house to enquire into the expedency of memorializing Congress to move all Frairs monks Catholic priest in the capacity of Missionaries now residing among the Indians and all other Missionaries now residing among Indians in this Territory East of the Cascade Mountains

(?) Hill Sept 20-

DOCUMENT 9

Description of Land Claim, 1849

The flood of settlers into Oregon during the 1840s made it necessary to file land claims so that newcomers would not claim land already settled. This claim by David Pease was filed in 1849. His land is demarcated by the Lewis and Clark River and by a large spruce tree. Pease's claim is one mile on a side.

For Further Discussion

1. How did David Pease describe the boundaries of his land claim?

2. Approximately how much land did David Pease claim?

3. How do you think David Pease used the land he claimed?

DOCUMENT 9

Description of a claim by David E Pease
Nov 22nd 1849 lying on Lewis and Clark river
about six miles from the mouth commensing
at the northwest corner on a large spruse tree
three feet or more through there is another tree
close to the spruse with the name of David E Pease
cut in the bark and the above date all in eligable
letters the line running from the above spruse tree
east 1 mile then south 1 mile then west 1 mile
to the bank of the river then down the bank of the
river following all of the meanderings of the same to
the place of starting the above described claim is the
first one below the one on which Harrell and
Judson are now building a sawmill on the east
side of the river.

The above is Recorded on page 31 of
Record Book A Clatsop County Record Office
18th Nov 1850 (?) McEwen
Recorder

DOCUMENT 10

Defendant's Request, Whitman Massacre Trial, 1851

The Waiilatpu mission, run by Marcus and Narcissa Whitman and established in 1836, had become a way station for immigrants and local Indians came to resent this. One wagon train brought an epidemic of measles, and hundreds of Indians died. On November 29, 1847, Cayuse Indians attacked the mission and killed fourteen whites, including the Whitmans. Surviving women and children were taken captive. Hostilities ended when five Indians surrendered in 1850. This document shows that the defendants believed that the Whitmans poisoned the Indians so that they could take their lands and horses. The Cayuse retribution for bad medicine was to kill the medicine man. The five defendants were convicted and hanged in 1851.

Words and Terms

material witness

For Further Discussion

1. How do you think the legal status of Indians in Oregon Territory may have affected the outcome of the trial?

2. What was the defendant's reason for killing Marcus Whitman?

3. Do you think the defendants would have been treated differently in today's courts? Would the outcome of the trial have been different?

DOCUMENT 10

The United States }
vs }
Telokite et al } Telokite one of the defendants makes oath that a certain Indian named Quishem now in the Cayuse country he thinks will be a material witness for the defendants in this case. That the materiality of said witness was not known in time to have him in attendance at this term of the court. He expects & believes that said witness will prove that the late Dr Whitman administered medicines to many of the Cayuse Indians and that afterwards a large number of them died, including amongst them the wives and children of some of these defendants. He expects further to prove by said witness that a certain Joseph Lewis, who resided at Waiilatpu informed these defendants a few days before the 29 November 1847 that the Cayuse Indians were dying in consequence of poison being administered to them by the late Marcus Whitman and he had heard Dr. Whitman say that he would kill off all of the Cayuse Indians by the coming of the ensuing spring-that he would then have their horses and lands. Witness will also prove it is the law of the Cayuse Indians to kill bad medicine men.

DOCUMENT 11

Willamette University Trustees' Report, 1853

In 1853, Willamette University was chartered by the territorial legislature. This report to the legislature summarizes the programs of the Oregon Institute, which was Willamette University's preparatory department (and the only part organized when this report was made). The curriculum shows a heavy emphasis on traditional subjects, such as would be found in any eastern preparatory school. Students were required to prepare a weekly composition or declamation.

Words and Terms

preparatory department
orthography
natural philosophy
rhetoric
moral science
elocution
declamation

For Further Discussion

1. What subjects listed in this report are no longer taught in a high school?

2. What occupations would this type of education prepare you for?

3. What does this document tell you about the way people defined an education in the mid-nineteenth century?

DOCUMENT 11

To the Hon. the Secretary of the Territory of Oregon

In
accordance with the requirements of the Act
of the Legislative Assembly incorporating the
Trustees of the Wallamette University, a report
of the Oregon Institute (its preparatory depart-
ment, and the only one yet organized) is herewith
presented

...

The studies pursued are: Reading, Writing, Geogra-
phy, (with map drawing, Orthagraphy, Punctuation,
Arithmetic (mental and written),History, Grammar
Natural Philosophy, Chemistry, Astronomy, Logic,
Rhetoric, Botany, Moral Science, Algebra (Davies
Elementary, + Davies' Bourdon) Geometry (
Elementary and Davies' Legendre) Trigonom-
etry, Surveying, Drawing, needlework,
Music (vocal + Instrumental), Latin, and Elocu-
tion.
The members of the School, both male and female
are required to furnish a composition or decla-
mation weekly: the advanced students being
required to read their own compositions in pres-
ence of the other members of the school, and
the Teachers, in connection with other Rhetor-
ical Exercises.

...

DOCUMENT 12

Sunday Closing Act, 1854

This act prohibits doing business on Sunday, the traditional day of rest in much of the United States. The act focuses on two types of activity. The first type consists of amusement or entertainment, which would occur in ball-alleys, billiard saloons, tippling houses, and gaming places. The second type of activity is broader, and includes stores, shops, groceries, or any secular businesses. Simultaneously, however, the law turns around and exempts situations where circumstances make it necessary to do business on Sunday. Jewish merchants, who observed the Sabbath on Saturday, were particularly opposed to this law.

Words and Terms

Sabbath
Ball-alley
billiard saloon
tippling house
gaming

For Further Discussion

1. What kinds of activity were forbidden on Sunday?

2. Why would the legislature forbid these activities?

3. Can you think of any types of business that cannot be done on a Sunday today?

4. Do you think this law could cause hardship for anyone?

DOCUMENT 12

An Act to prevent Sabbath breaking.

Sec 1. Be it enacted by the Legislative assembly of the Territory of Oregon- That no person shall keep open his or her store, shop, Grocery, Ball=alley, Billiard Saloon, Tipling house, or any place of Gaming or amusement, or do any secular business, other than works of necessity and mercy, on the first day of the week commonly called the Lords day or sunday, provided however; that this act shall not be so construed as to have effect when the cir= =cumstances of the case render it necessary that the above provision be not observed.

Sec. 2. Any person offending against the provisions of this act, shall upon conviction before any jus= =tice of the Peace of the proper county, be fined in any sum not exceeding ten dollars, and such fine when collected shall be paid into the county Treasury for the common school fund.

Sec. 3. This Act to take effect and be in force from and after its passage.

Passed the Council January 12th 1854
Passed the House of Representatives January 13th 1854,

ZC Bishop
Speaker of the House of Rep's

R. Wilcox
President of Council

DOCUMENT 13

Petition to Allow the Thomas Family to Stay in Oregon, 1854

American immigrants brought anti-black attitudes with them. These immigrants, mostly from the midwest, disliked both slaves and free blacks. The territorial legislature passed a law which prohibited free blacks from staying in Oregon. This petition requested the legislature to pass an act exempting Morris Thomas and his family, free blacks, from the provisions of the earlier law. Thomas, who lived in Portland, is described as a model citizen. The legislature discovered that the law excluding blacks had accidentally been repealed. Efforts to resurrect it failed.

Words and Terms

mulatto
detriment

For Further Discussion

1. What are the petitioners asking the legislature to do?
2. What does this document tell you about the attitudes of the petitioners toward free blacks?
3. What reasons do the petitioners give for allowing Morris Thomas and his family to stay in Oregon?

DOCUMENT 13

To the Honorable Legislative Assembly
of the Territory of Oregon:

The undersigned citizens of the Territory of Oregon, do most respectfully pray for the passage of an Act of the proper character by your Honorable bodies to exempt Morris Thomas a free man of color, and all and singular the members of his family, from the operation of the Act of the Legislative Assesmbly passed September 26th,1849, and Entitled "an Act to prevent Negros and Mullattos from coming to or residing in Oregon."

The said Morris Thomas now is and for several years past has been, a resident in the city of Portland in the Territory of Oregon. He is an industrious, peacable , well disposed mulatto man, and we do verily believe the passage of the Act prayed for will be of no detriment to the welfare of the Territory or the interests of any citizen (?) and as in duty bounden we will ever pray &C

(128 signatures)

DOCUMENT 14

Prohibition Petition, 1854

Consumption of alcohol has long been a cause of conflict in the United States. Agitation for prohibition was especially strong in the mid-nineteenth century. Liquor was blamed for a host of social evils. Oregon Territory did not prohibit the manufacture, sale, or consumption of alcohol. To change this situation, a Territorial Temperance Society was established in 1852, and the Portland Temperance League was founded in 1854. The women who signed this petition list the dangers of intoxicating liquors, citing their profoundly disruptive effects on the family. This petition sounds several themes, ranging from the damaging effects of alcohol on the wives and children of drinkers to the corrupting influence of strong drink on the men who consume it.

Words and Terms

intemperance
aegis
blighting
thralling
worm of the still
monster rum

For Further Discussion

1. What do the petitioners want from the legislature?

2. How much influence do you think these women would have had on the legislature?

3. Can you think of any similar issues that exist today?

DOCUMENT 14

The Ladies Petition to the Oregon Legislature
To the Hon, the Legislature of Oregon Territory now in session.

Your petitioners, Ladies of Oregon Territory, in view of the existing evil of Intemperance in our rising Colony , respectfully pray your Hon body to throw your aegis of protection over our country, our homes and our firesides. We pray that your Legislative councils may aid us in freeing ourselves from the blighting demoralizing influence of intoxicating liquors; in preserving our moral natures uncorrupted by its poison; in restoring our fallen brethren to their original dignity, and freedom from its thralling power; in gladdening the hearts, and brightening the homes of Sisters, who are more than widows, and children more than orphans made so by the "monster rum"; in shielding our husbands, our brothers, and our sons from the shafts aimed at their lives and their fortunes by the venders of spirituous liquors; and in making our beautiful country a country that knoweth not the "worm of the still".

In aid of this, we respectfully pray your Hon body, so to amend the Organic Law of this Territory as to prohibit the introduction, manufacture, and sale of all kinds of intoxicating liquors, to be read at the polls at the next June Election, that the same may be adopted or rejected at the next Legislature.

And your petitioners would also further pray your Hon body to make the necessary provisions whereby the vote of the people, on such amendments, may be expressed, and ascertained, at the next June Election by affirmative and negative votes.

And as in duty bound your Petitioners will ever pray &c

(74 signatures)

DOCUMENT 15

Committee Report on Education, ca. 1854

When Congress created Oregon Territory in 1849, it gave two sections from each township to the territory to use for public education. In 1850, the territorial legislature established a system of free public schools. An educated population was thought to be essential for the practice of self-government. This committee report details the problems involved in establishing public schools. Chief among them are the sparse population, the distances involved, and the lack of adequate school buildings. The report claims that parents favor establishment of schools and it concludes that the situation will soon improve.

Words and Terms

diffused
languishing
common schools
impediments

For Further Discussion

1. What difficulties faced establishment of public education in Oregon?

2. What does the Committee on Education think is the value of public education?

3. Do any of the problems mentioned by the Committee exist today?

4. Why is the Committee on Education optimistic about the future?

DOCUMENT 15

The Committee on Education
respectfully submit the following report
upon the general subject.

Your committee, deeply impressed with the importance of a more widely diffused knowledge of literature and the sciences, would express their regret at the too languishing condition of our Common Schools. Many obstacles lie in the way of speedy progress in this department; and it is to be feared that some of these will be hard to remove. The spareness of the population in the more early settled rural districts, where the "claims" are nearly all held by Sections, renders it difficult to collect together a sufficient number of children for a school, unless it be in the vicinity of towns. In the more newly settled portions of the Territory, many of the neighborhoods are remote from each other, and the want of suitable buildings, and con veniencies for the accommodation of schools, prevents their establishment in many cases.

But your committee are of the opinion that these impediments will soon be measurably removed by the rapid progress of settlement by natural increase, and annual accessions by emigration. There is evidently a laudable desire on the part of parents and guardians generally, to establish and sustain schools where it is practicable and it is to be hoped that in the revision of our Territorial Code, the laws relating to Education, may be reduced to a practical system, the benefits of which, shall flow out to elevate and bless the rising and future generations of our beloved Oregon.

Respectfully submitted
Lucius W. Phelps
Chairman

DOCUMENT 16

Indian Agent Regulations, 1855

Indian Superintendent Joel Palmer negotiated treaties with Oregon Indians which placed them on reservations. The U.S. Senate delayed ratification of the treaties, however, and Indian-white tensions increased. On October 8, 1855, a band of white volunteers surrounded a camp of reservation Indians and killed twenty-three men, women, and children. These men then scalped their victims and returned to Jacksonville. Indians began to attack whites the next day. At the same time, Superintendent Palmer finished these instructions to his agents. The instructions treat male Indians on reservations who are over the age of twelve as prisoners, while Indians off the reservation were to be treated as outlaws. Palmer was willing to permit Indians to work for white settlers if the whites would guarantee good conduct. These instruction show how whites regarded all Indians as at least potentially hostile.

For Further Discussion

1. How do these regulations restrict Indian freedom of movement?

2. Why do you think Indian females were excluded from this enrollment?

3. How would you feel if you were required to live by similar rules? if you were required to enforce these rules?

4. Can you think of situations similar to the system of temporary reservations Superintendent Palmer is establishing?

DOCUMENT 16

Indian Agent Regulations, 1855

Please use the text which appears on the facsimile. It is too long to reproduce here.

DOCUMENT 17

Arms Inventory, 1855

Before Oregon became a territory in 1849, volunteers and merchants furnished the money and supplies for war with the Indians. After 1849, the federal government issued arms and equipment to Oregon. This list of weapons provides a detailed view of mid-nineteenth century weaponry. Firearms listed were fired by means of percussion caps; Colt's repeating pistols were a relatively new invention; officers carried swords; and muskets were still in use.

For Further Discussion

1. Why would the U.S. government ship the supplies on this list to Oregon?

2. How large a group of soldiers could be outfitted from the supplies on this list? What would each man receive?

3. What types of aid does the federal government send to states today?

DOCUMENT 17

Money value of issues of Arms, &c to the Territory of Oregon, on account of its quota due from the General Government.-

226	Muskets complete, Percussion, @$13.00	2,938.00
150	Rifles, Percussion, @$13.25	1,987.50
3	Pistols, Colt's Repeating, @$24.00	72.00
2	Swords, N.C. Officer's, @$5.50	11.00
236	Inf. Cartridge Boxes, @$1.10	259.60
160	" Cartridge-box Plates, @10c	16.00
236	" Cartridge-box Belts, @69c	162.84
236	" Cartridge-box belt Plates, @10c	23.60
236	" Waist-Belts, @25c	59.00
236	" Waist-belt Plates, @10c	23.60
236	Bayonet Scabbards with frogs, @56c	132.16
386	Cap Pouches & Picks, @40c	154.40
386	Gun slings, @16c	61.76
383	Wipers, @20c	76.60
386	Screw-drivers, @46c	177.56
37	Ball Screws, @12c	4.44
37	Spring Vices, @35c	12.95
150	Rifle Cartridge Boxes, @95c	142.50
150	" Cartridge-box Plates @10c	15.00
150	" Waist Belts, @37c	55.50
150	" Waist-belt Plates, @10c	15.00
15	" Bullet Moulds, @50c	7.50
3	Powder Flasks for Colts' Pistols, @$1.25	3.75
2.	N.C. Officers' Sword Belts, @62c	1.24
2	" " " Sword-belt Plates, @10c	.20
17,000	Musket-Buck & Ball Cartridges, @1c	170.00
30,000	Rifle Ball Cartridges, @1c	300.00
20,000	Percussion Caps for Small Arms, @$1.20	24.00
3	lbs Bullets for Colts' Pistols, @8c	.24
150	Extra Cones, @9c	13.50
12	Arm Chests, @$2.00	24.00
42	Ammunition Packing Boxes @75c	31.50
	Total value	$6,976.94

Equal to
537 Muskets and appendages, @$13.00

DOCUMENT 18

Letter about Oregon Mounted Volunteers, 1856

Peaceful Indians were often attacked by settlers and the militia during Oregon's Indian wars. This was true during the Yakima War, which was fought in the newly created Washington Territory. Troops from the U.S. Army had to protect both settlers and friendly Indians. This letter, from the colonel commanding the Northern District of the Department of the Pacific to Governor Curry of Oregon Territory, complains about the attacks made by the Oregon Volunteers on friendly Indians. The agent in charge of the friendly Indians has requested troops to protect the Indians from the Oregon Volunteers. The Colonel points out that he cannot both fight the Yakimas and protect friendly Indians, and he requests that the Oregon Volunteers be withdrawn from Washington.

For Further Discussion

1. Why does Colonel Wright want the Oregon Volunteers to be withdrawn from Washington Territory?

2. Why would Oregon Volunteers attack friendly Indians?

3. How do you think Colonel Wright's request would be viewed by Governor Curry? by the Oregon Volunteers? by the friendly Indians?

DOCUMENT 18

HeadQuarters Northern District.
Department of the Pacific.
Camp at Fort Dalles O. T. Apl 27, 1856.

Governor,

I have the honor to inclose herewith, a copy of a communication this day received from Mr R. R. Thompson, Indian Agent at this place.

As I march into the Yakima country to-morrow morning, with all my disposable force, I am much embarassed by these wanton attacks of the Oregon Volunteers, on the friendly Indians. Were I to accede to the request of the Agent, to furnish a force to protect these Indians, during the fishing season, it would diminish my force, to such an extent, as to render nugatory my campaign in the Yakima country.

Under these circumstances, and presuming that you still retain authority over the Oregon Volunteers, although at present beyond your Territorial jurisdiction, I have to request that they may be withdrawn from the country on the north side of the Columbia river.

Very Respectfully,
I have the honor to be,
Your most Obt Servt,
G. Wright
Col. 9 Inft
Comndg'

Governor Curry
Salem
O. T.

DOCUMENT 19

Church of the Brethren Petition, 1856

Members of the Church of the Brethren came to Oregon from settlements in Ohio, Indiana, Illinois, and Iowa. Their practices included simple dress, refusal to swear oaths, and pacifism. These beliefs often caused suspicion and hostility among outsiders. This petition requests the territorial legislature to exempt members of the Church from the provisions of the militia law. The petitioners offer to work on the roads in lieu of militia service. The following year the legislature decided to allow religious exemptions from the militia act.

Words and Terms

Dunkards
brethren
exorbitant

For Further Discussion

1. What do the members of the Church of the Brethren want from the legislature?

2. How do you think their neighbors would have reacted to their attitude?

3. What reasons do the members of the Church of the Brethren give for making this request?

4. Do similar beliefs exist today?

DOCUMENT 19

To the Honorable The Legislative
Assembly of the Teritory of Oregon
We the undersigned Respectfully represent to your
Honerable Body that at a Church Meeting of the
Church of Brethren (commonly called German
Baptists or Tunkards) held on the first nunday of
September 1856 at the Hamilton Creek School
house in Lyn County that the undersigned
(members and brethren of the Church aforesaid)
were chosen a committe and instructed to
present to your Honerable Body the following
petition
Aaron Hardman
Wm B Carly

We your petitioners Respectfully request of youre
Honerable Body that where as by the presant Milit-
ary Law we are compelled to do violence to
our consience by bearing Arms to be trained
in the art of killing our fellow men or pay
an exhorbitant fine and where as we are
taught in the gospel to be obedient to the
Laws their remains no alternative but to
submit and pay the fine- therefore our
request is that you should take our case in to
faivorable concideration and so amend the
aforesaid Military Law as to permit us
to Laibor on the highway that portion of
time that we are by the presant Law
commanded to bear arms
and we your petitioners as in duty
bound do pray &c

Signed each and every
member of the Church aforesaid
Passed by a unanimous vote

DOCUMENT 20

Abstract of Votes, 1857

On November 9, 1857, Oregonians voted on a draft constitution. The related issues of slavery and the presence of free blacks were especially difficult for members of the constitutional convention to resolve. Consequently, both issues were referred directly to the voters. The results of the ballot were to be incorporated into the constitution. This abstract of votes from Polk County shows that the provision to exclude free blacks passed by a greater margin than either the draft constitution or the provision to ban slavery. These Polk County totals are typical of Oregon Territory. Most Oregonians equated the presence of blacks with the institution of slavery, and wanted no part of either.

For Further Discussion

1. Which issue on the ballot passed by the greatest margin?

2. What do these election results tell you about the attitudes of Polk County voters?

3. Why would the citizens of Polk County vote against slavery but also vote to keep free blacks out of Oregon?

DOCUMENT 20

Abstract of votes polled at the special Election
November 9th, 1857, in Polk county O.T.
Whole number of votes cast 726-

Name of Precincts	Constitution Yes	Constitution No	Slavery Yes	Slavery No	Free Negroes Yes	Free Negroes No
Dallas	139	51	73	119	14	153
Bridgeport	28	7	14	20	3	22
Lucklmut	56	12	38	29	2	57
Lane	26	8	7	27	2	30
Monmouth	84	12	25	70	7	79
Eola	52	7	7	52	3	51
Bethel	50	31	27	53	7	67
Salt Lake	19	3	8	13	0	20
Jackson	38	20	7	53	13	42
Douglas	34	37	25	48	2	63
	528	188	231	484	53	584

Territory of Oregont
County of Polk † SS

I Lucien Heath Auditor within and for said County, do hereby certify the above is a true copy of the abstract of the votes polled at said Election in said county as remains on file in my office

Given my hand and official seal at
Dallas O.T. this 19th day of November 1857.

Lucien Heath, Auditor

DOCUMENT 21

Request to Open Indian Lands, 1857

In 1853, the Table Rock Reservation was established by treaty with the Rogue River Indians. After the Rogue River War ended in 1856, the Indians were moved to the Grand Ronde Reservation in the northern part of Oregon. In this document, the territorial legislature petitions the U.S. General Land Office to survey the Table Rock lands and open them for purchase. This pressure to settle lands occupied by Indians was a constant source of tension in Indian-white relations.

Words and Terms

arable
preemption
General Land Office

For Further Discussion

1. What does the document say has happened to the Indians who were on the Table Rock Reservation?

2. What does this memorial ask the General Land Office to do?

3. If you were an Indian from the Table Rock area, how would you react to this memorial? What could you do about it?

DOCUMENT 21

To the Commissioner of the General Land Office

Your memorialists the Legislative Assembly of the Territory of Oregon most respectfully represent: That by the treaty of the tenth of September 1853, made with the Rogue River tribe of Indians in Southern Oregon, a Reservation was established on the North side of Upper Rogue River in said Territory, known and designated on the maps of the United States as the "Table Rock Reserve"; That said Reserve embraces about three townships of the best arable land in Oregon; That under late instructions from the Commissioner of Indian Affairs, the Indians located on said Table Rock Reserve have been transferred to, and located on the "Grand Ronde Reserve in Northern Oregon, whereby said first mentioned reservation has become uninhabited by Indians-
Therefore your memorialists respectfully urge your Department to direct the completion of the survey of said Reserve; and that the efforts and influence of the same be used to have said reservation vacated and opened for pre-emption and purchase.

And as in duty bound will ever pray,

Adopted December 18 1857

L. F. Grover
Speaker of the House
of Representatives
James K. Kelly
President of the Council

DOCUMENT 22

Bill to Allow Half-Breeds to Become Citizens, 1857

American immigrants in Oregon Territory disliked people of mixed Indian-white parentage. In 1855, the territorial government passed a law which prevented mixed race men from becoming citizens. This bill is an attempt to gain these rights for the children of white fathers and Indian mothers, subject to the satisfaction of certain requirements. Many white citizens would have been unable to satisfy these requirements, which included proof of literacy and good moral character. This bill did not pass.

Words and Terms

disfranchised

For Further Discussion

1. What is this bill trying to accomplish?
2. Why does the bill specify the child of an Indian mother and a white father, but not the child of an Indian father and a white mother?
3. When this bill says 'any person,' what does it mean?
4. Do you think the requirements for half-breeds to become citizens are reasonable? Why?
5. What are the privileges of citizenship referred to in this bill?

DOCUMENT 22

A Bill

To enable certain Half Breeds to acquire the rights of citizenship within this Territory.

Section 1. Be it enacted by the Legislative Assembly of the Territory of Oregon. That any person, being the child of a white father and an Indian mother, and therefore disfranchised by existing laws, may be admitted to the privileges of citizenship, by the District Court, upon satisfactory proof that he is a perma= nent resident and land owner of the county or district, and can speak read and write the English language, and has in all respects the education habits and associations of a white person, and would, if he were a white person, be a citizen of the United States or enti= tled to admission as such, and is a person of good moral character and in all respects worthy to enjoy the said privileges. The District Court shall make a record of such admission and grant to the appli= cant a certificate thereof which shall entitle him to enjoy, during the pleasure of the Legislative Assembly, all the rights privileges and immunities of a citizen of the United States within this Territory as fully as it is competent for the Territory to grant the same.

Sec. 2. This act shall take affect from the time of its passage.

DOCUMENT 23

Memorial to Congress, 1858

On October 8, 1855, a troop of California and Oregon volunteers raided an Indian village on Butte Creek and killed twenty-three men, women, and children. In retaliation, the Indians attacked settlers in the Rogue River valley. This document summarizes an event from the first part of the war, when a band of Indians attacked the Harris family. Mary Harris defended her wounded daughter and dying husband for nearly twenty-four hours against the attackers. In 1858, the territorial legislature requested Congress to reward Mrs. Harris's courage with a pension.

Words and Terms

provocation
mortally wounded
bereavement

For Further Discussion

1. What did the Indians do to the Harris family?

2. Why do you think the Harris family was attacked?

3. What did Mrs. Harris do when her family was attacked?

4. What does this document tell you about life in frontier Oregon?

DOCUMENT 23

To the Honorable, the Senate and House of Representatives, in Congress Assembled:_

Your Memorialists, the Legislative Assembly of the Territory of Oregon, would respectfully solicit your Honorable Body to grant to Mrs. Mary A. Harris, a resident of Jackson County in this Territory a pension adequate to the support of herself and her disabled child for the following reasons:

On the ninth day of October, 1855 at the outbreak of the Indian hostilities in Rogue River valley, the family of a settler by the name of Harris were attacked in their house by a numerous band of Indians, and, without any provocation on their part, the father was shot and mortally wounded while in the act of giving the Indians food. At the same time an only son was killed a short distance from the house, and an only daughter was shot through the arm from which she has never fully recovered, and is at present partially disabled from the effects of the wound.

The conduct of the wife and mother during these occurrences has seldom been equalled in admirable firmness and self-devotion. Grasping a rifle, she discharged it at her savage assailants and succeeded in closing the entrance to the house from whence she kept up a rapid fire on the Indians, forcing them, temporarily, to retire. She then turned her attention to the wounded sufferers, and after ministering to their wants, resumed her endeavors for for their safety, frequently exposing herself to the fire of the Indians.

Unconscious of danger, her exertions were continued for nearly twenty-four hours, and all the fears of the woman were merged in the devotion of the wife and the mother. Alone, through the long and weary night, She stood the defender of her dying husband and her wounded child; she received the last parting words of her companion in life, and only in the final hour of rescue, came back to her heart the full tide sorrow at her bereavement.

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DOCUMENT 24

Divorce Petition, 1858

Getting a divorce required an act of the legislature in Oregon Territory. Women found it difficult to obtain a divorce as long as they were economically dependent on their husbands. This petition to the legislature recounts the poor treatment that Nancy Judson received from her husband. Mr. Judson has lost the land that his wife brought to their marriage, he has abused her and their children, and he has abandoned her. Mrs. Judson points out that the two children in her husband's custody are kept half-starved and half-naked, and have not been sent to school. These circumstances caused the legislature to grant her the divorce.

Words and Terms

squandered

For Further Discussion

1. What does Nancy Judson want the Oregon legislature to do?
2. What reasons does Mrs. Judson give for requesting a divorce?
3. How could Mrs. Judson support herself and her children without a husband?
4. From the information in this document, what were the realities of family life in frontier Oregon?

DOCUMENT 24

Polk County O.T. Nov 15 Ad 1858

I humbly Beg of the Legislator of oregon to grant
me a bill of divorcement for I cannot live with Mr Judson
he misuses me in everry shape he is capable of doing he has
knocked me down and scolded me and beemeaned me in everry
shape and lyed on me as bad as any one could lly on another
and does not Provide for me Nor the family as he aught to do
But has squandered all that father has givin mee and has squandered
every thing wee have in the world and has mortgaged my land and
his and it is all gone and he is not able to support me nor the
Children neither is he capable of taking care of us the children
are ragged and go not fit to bee seen and have to depend on the
Neigbors for their bread and do not get mutch of that I have not
lived with Mr Judson since the first of last December Ad 1857
from that time to this I have had to support my self as
best I could and the children has been Poorly taken care of for
they have had to take care of them selves in a maner that is
too of them for I have one of them with me sending him to
scool the yongest a little boy the other too is down at Clatsap
where he keeps them have stalved and half naked My Children
has never bee to school of any consiquenc and he never
will sende them I have three children one little girl 10
years olde the 10 day of next december one boy 12 years olde 22
of February next the yongest is alittle boy 7 years olde the 26 day
of may next and he knows more than all the rest for I have been
sendding him to school ever since wee parted Now if it will
please your honerble boddy to give me a bill and give me the
Children I will every Pray ec
I ever remain your humble friend

Mrs Nancy Judson